

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

The student will learn:

- the language of the discipline
- skilled use of tools for architecture (drafting, design, model-building, computers, etc.)
- the history of architecture
- fundamentals of building materials and methods
- fundamentals of professional practice
- fundamentals of associated engineering concepts
- fundamentals of Green Building concepts

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

1) Educational excellence: the architecture classes are taught by working professionals in the field. They have adapted and updated our curriculum to meet changing needs in the profession, including those for Digital Imaging for Architects, and Green Building Design. The faculty give careful attention to supporting individual students through their classes in this demanding subject. We also respond to scheduling needs by offering online classes.

2) Architecture courses prepare students for transfer, although at present we have neither the teaching units nor the faculty to expand to a full-range lower division program, which is what we would like to do. Students may also go directly into the workforce in architecture-related jobs. Our program receives direct hiring inquiries for our students from a variety of offices.

3) A. As mentioned above, the program has responded to changing demographics by adding online classes for flexible scheduling.

3) B. The Architecture faculty have created their own promotional materials, including a poster and an as-yet-unpublished website, but they have additional creative ideas which will need institutional resources and support. We believe that with greater visibility, our program in general, and our newer classes in digital graphics and green design in particular, would draw increasing enrollments. We would like to see advertising specifically focused on the architecture program. We have an instructor in Green Design who is exceptionally well-qualified, and we believe that with effective advertising, there would be a very high demand for his classes.

4) Variety of formats: History of Architecture courses are offered online. This could be expanded to include other courses in the program.

5) workforce development needs:

As mentioned, some students are hired directly from our program; others go on to pursue the advanced skills required to become architects.

To increase our communication with workplace needs, we would like to create a database of architects in Marin.

II. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

Over five years, we see a pattern where our retention rate is high and stable for fall, at around 90%, and then shows a dropoff in spring. There has also been some decline in success rate, to 64% in fall and 60% in spring. We see this partly as the result of the fact that our program has been in transition: from an older style of department to being more in tune with our clientele, and more technologically up-to-date. We also believe that the field of architecture requires rigor, by its nature, and that, while we will work to improve these numbers, they are not the only measure of success. Given the many demands on our students' lives, these figures should be considered successful within the high standards required by the realities of the field.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

We keep a database to track job offers to students. For instance, there have been four already this semester. Students' success is measured by their successful accomplishment of the projects in each class, which include many tangible measures such as drawings and models.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.

We would like to expand to become a complete lower-division program: the equivalent of the first two years at UC or Cal Poly. We believe this is feasible, but expansion would require marketing, and additional teaching units and faculty positions.

We would like to develop classes designed for a variety of community interests in architecture, such as: homeowner/remodelers, real estate agents or developers, etc. These could be short courses. The kind of planning and supervision it would take to coordinate such classes would really require at least one full-time faculty position.

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